

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

International Webinar
**The Impact of COVID-19 on Higher Education and
the Economy:**
Successful global interventions and innovations

**Higher Education Facilities Management Association of
Southern Africa (HEFMA)**

29 October 2020

Dr Diane Parker
DDG: University Education



Covid-19 – Time line; response; impact

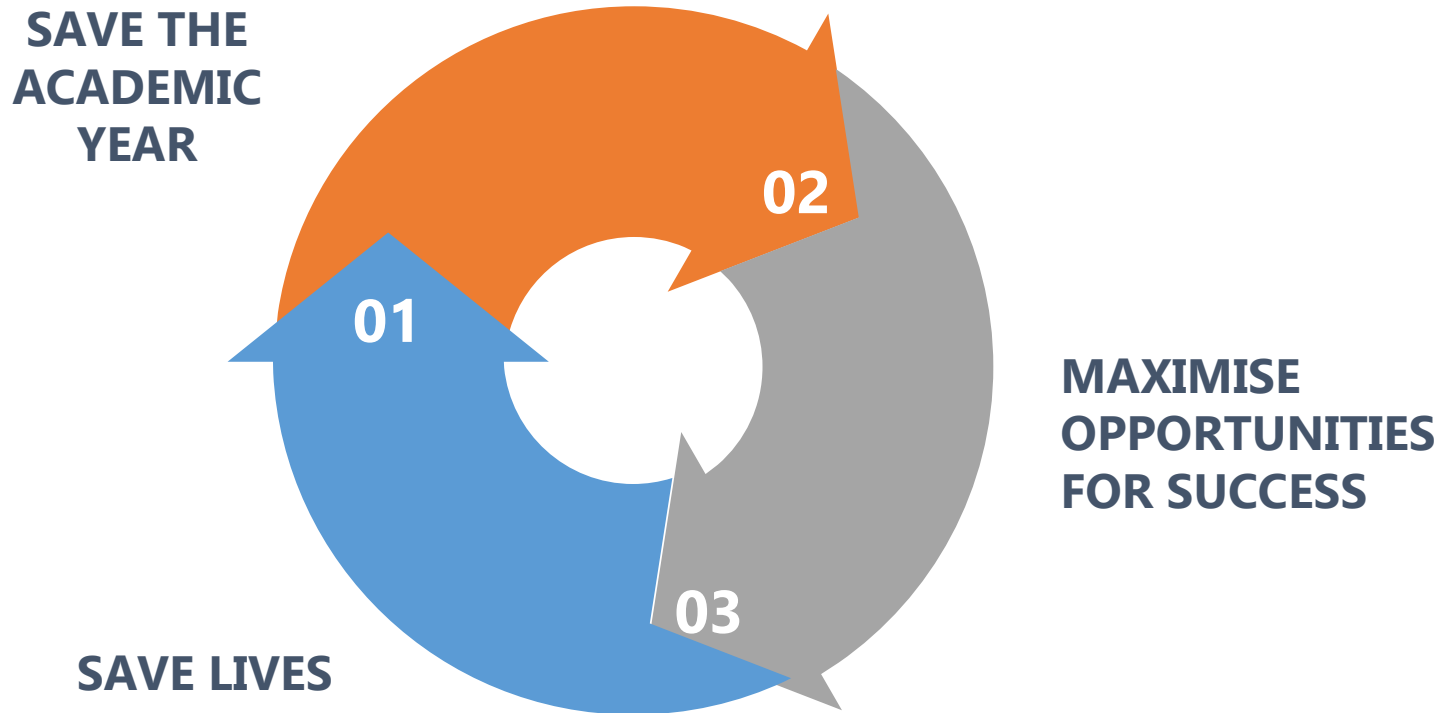
- Time line:
 - ✓ First case of COVID-19 recorded in SA
 - ✓ President announces the state of disaster (15 March)
 - ✓ President announces a lockdown from 27 March
 - ✓ Extension of the state of disaster and a risk adjusted strategy to manage the spread of the COVID-19 pandemic – currently under Level 1 restrictions.
- Higher Education Response in SA:
 - ✓ Agreement that all PSET institutions take early recess from 16 March
 - ✓ Campuses closed and students return home (week of the 23 March)
 - ✓ Health and Safety protocols developed and disseminated – volunteers trained (Higher Health)
 - ✓ National survey of university IT infrastructure, LMS and capability to offer online learning
 - ✓ Development of emergency remote multimodal teaching and learning plans – supported by government through an initial Covid Responsiveness Grant (CRG 1)
 - ✓ Campus health and safety response committees/ teams established
 - ✓ Return to campus plans developed supported by a further CRG 2.
 - ✓ Extended academic year
- Economic Impact severe – unemployment; economic hardship; fiscal crunch

Universities: Risk adjusted strategy for COVID-19

Level 5: High virus spread and/or health system readiness (Current Status quo = lockdown)	Level 4: Moderate to High virus spread with low to moderate readiness (High restrictions)	Level 3: Moderate virus spread with moderate readiness (Moderate restrictions)	Level 2: Moderate virus spread with high readiness (Reduced restrictions, e.g. some movement allowed)	Level 1: Low virus spread with high readiness (minimum restrictions)
<ul style="list-style-type: none"> Remain closed Remote multimodal TL&A implemented University student volunteer system to support COVID-19 health related activities Universities' critical COVID-19 research and product development work to assist the health system to continue 	<ul style="list-style-type: none"> Remain closed Remote multimodal TL&A implemented Limited return * final year clinical programmes. University student volunteers support COVID - health activities Universities' critical COVID-19 research and product development to continue Infrastructure programmes resumed on campuses 	<ul style="list-style-type: none"> Remain closed Remote multimodal TL&A implemented Libraries open Technical, clinical, laboratory training permitted (all years of study and PG programmes) University student volunteer system to support COVID - health activities Universities' critical COVID-19 research and product development to continue Infrastructure programmes resumed on campuses 	<ul style="list-style-type: none"> Remain closed Remote multimodal TL&A implemented Libraries open Technical, clinical, laboratory training permitted (all years of study and PG programmes) University student volunteer system to support COVID health related Universities' critical COVID-19 research and product development work to assist the health system to Infrastructure programmes resumed on campuses 	<p>Institutions opened and institutions use their discretion on restrictions.</p>

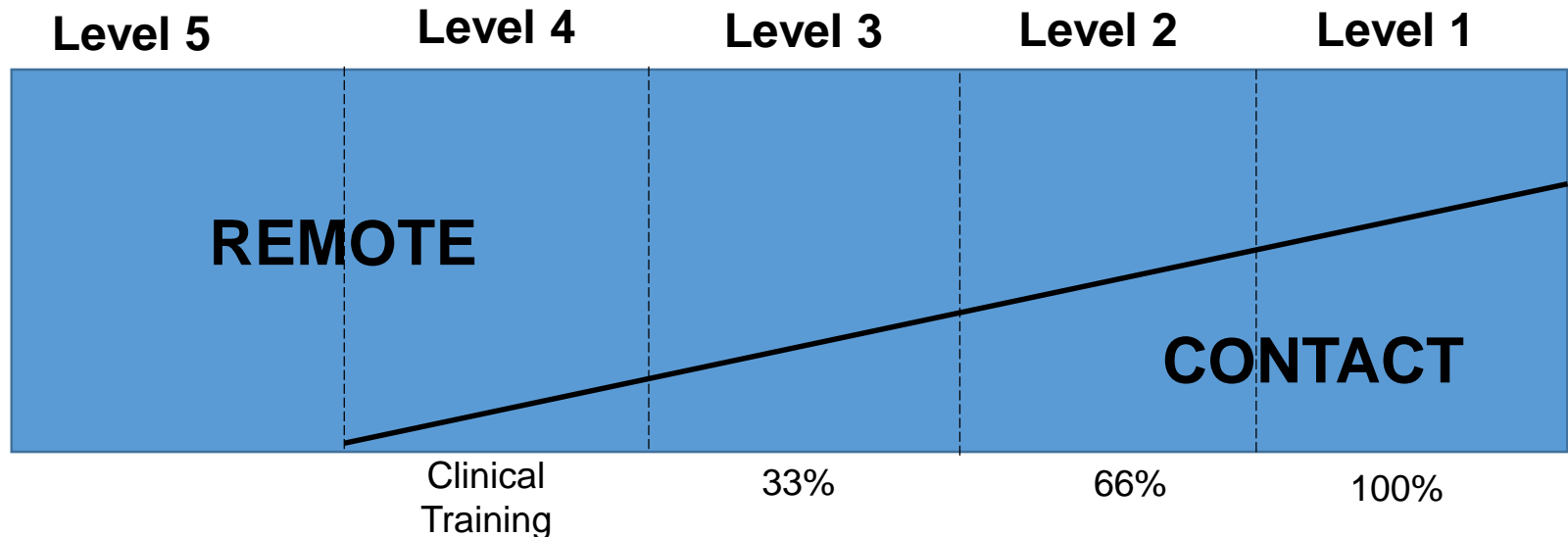
*Government Gazette Published on 9 June to regulate return to campuses

Principles...



Multi-modal as a mix of remote and contact learning

Decreasing lockdown levels →



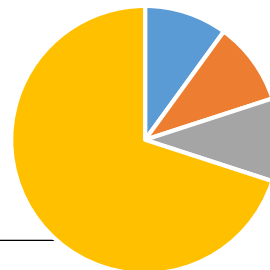
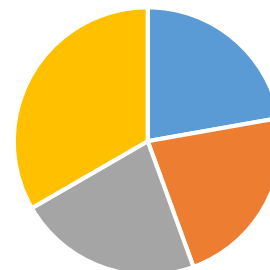
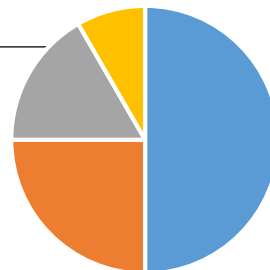
Phased return of students (max) →

Considerations

- Programmes where campus –based study is a necessity
- Final year students
- Vulnerable students
- First year students

Multi-modal plans contain **contextually-responsive** mixes of teaching and learning strategies

Very difficult/ impossible to learn in remote setting	Campus-based Teaching and Learning
No Device, no data, no connectivity	Print based teaching and learning
Device, no data or connectivity	Digital teaching and learning
Device, data, connectivity	Online teaching and learning

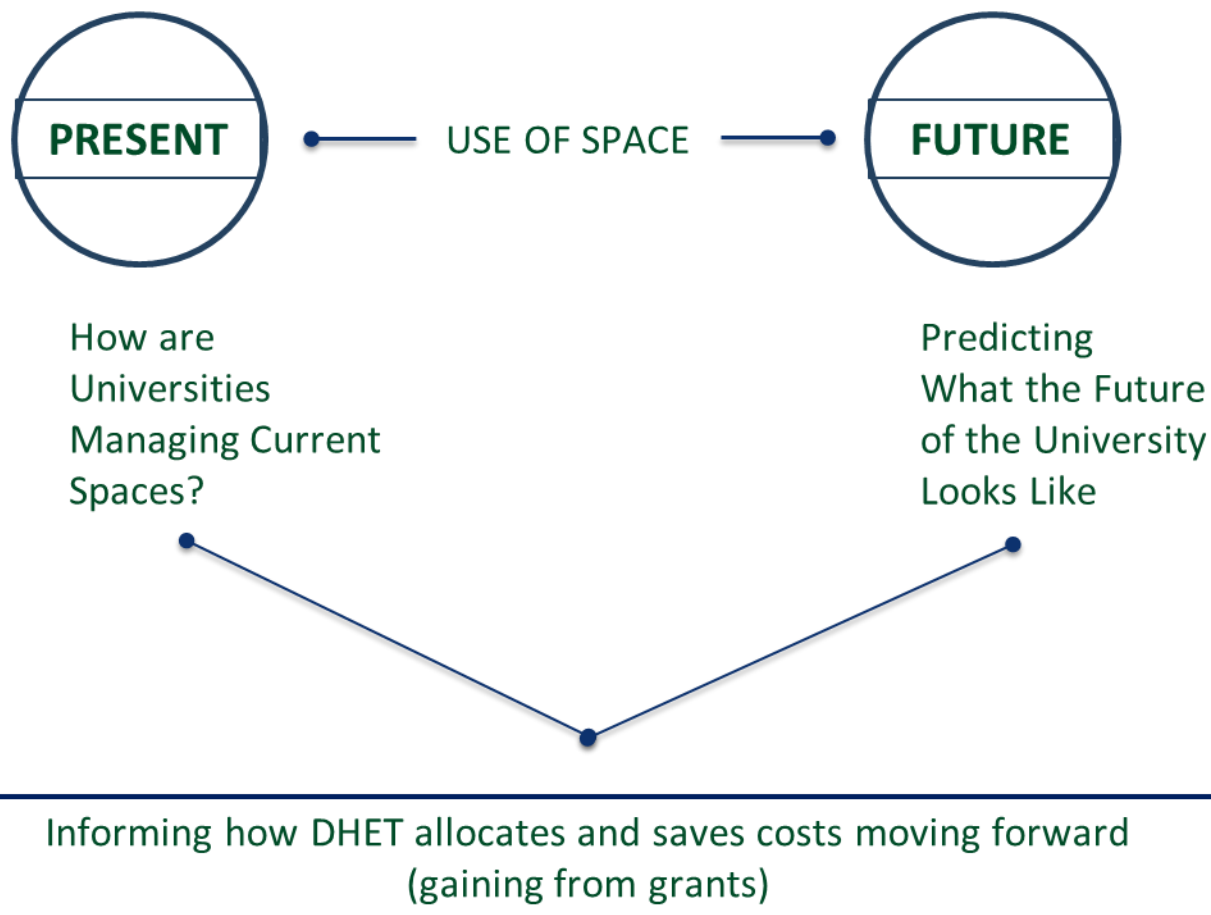


- Before Covid – slow move towards the utilisation of digital technologies for teaching and learning
- During first stages of Covid and the lock down – emergency implementation of a range of technologies in an attempt to save lives and the academic year
- Post Covid likely to see fundamental changes in the operations of universities, e.g.:
 - ✓ Financial sustainability of the ‘old’ contact university model?
 - ✓ Implementation of hybrid/ blended modes
 - ✓ Learning management systems ubiquitous
 - ✓ Data analytics essential
 - ✓ Academic staff capability development and pedagogic understanding of opportunities
 - ✓ Student devices (computer labs?)
 - ✓ Rethinking of teaching/ learning researching spaces and design (large classes in auditoriums?)
 - ✓ Reimagining the operations of institutions
 - ✓ Travel? Concept of internationalisation?

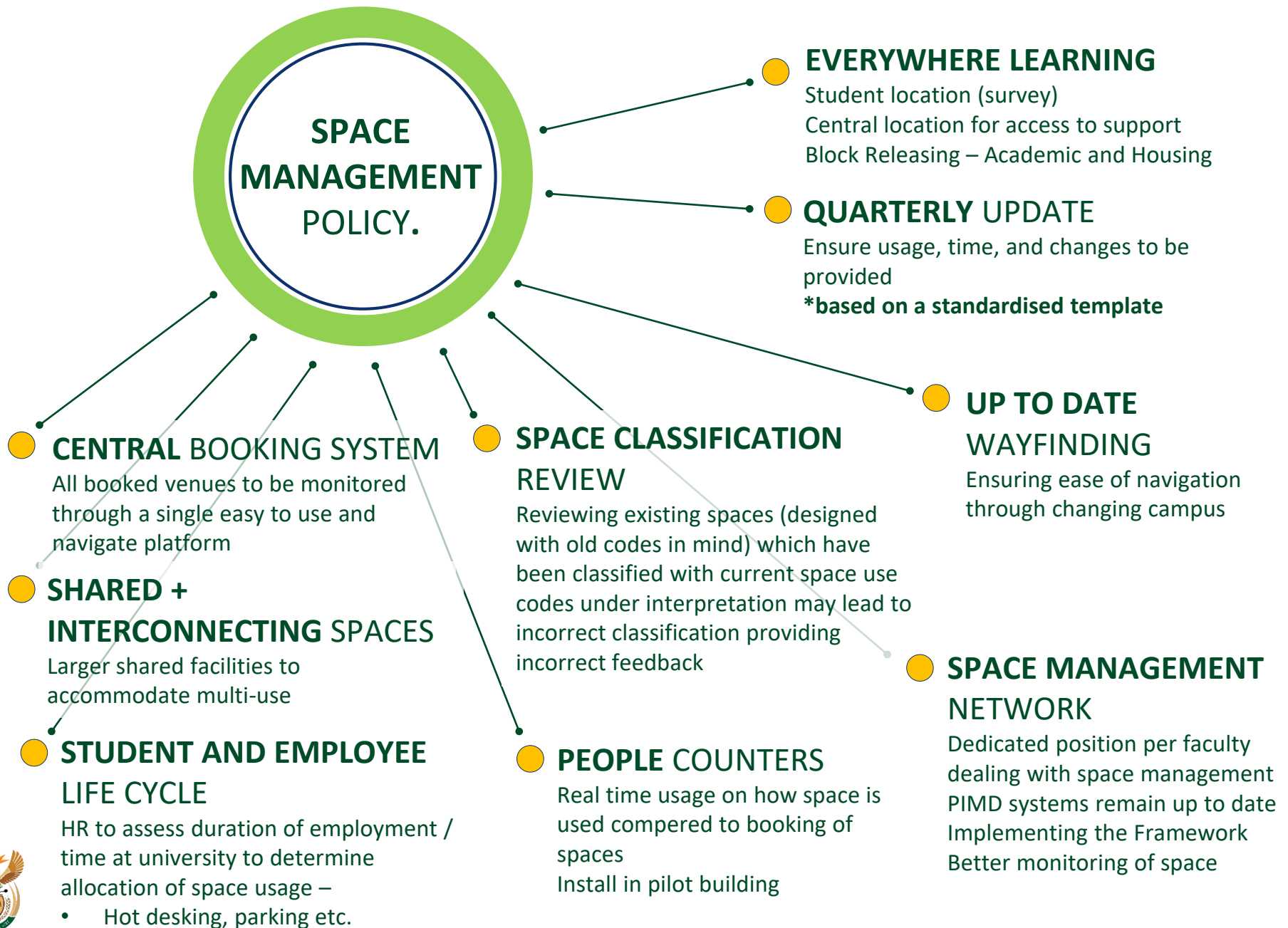
Never let a good crisis go to
waste
(Winston Churchill)

What does this mean for universities space planning and facilities management?

DEVELOPING UNIVERSITY SPACE INFRASTRUCTURE TWO-PRONG APPROACH



RECOMMENDATIONS



FUTURE GAZING - PRINCIPLES

Principle 1. Societal Connectivity

Community Connected Education
Enriching Education and Society
Lifelong Students

Principle 3. Shared + Interconnecting Learning Spaces

Interdisciplinary Research
Co-creation
Collaborative
Hot-desking

Principle 5. 'In The Field' Expansion of Education

Integration of University and
Business
Employer Input

Principle 7. Specialised Spaces

Focused Study
Laboratories



Principle 2. Quality of Student and Campus Life

Further Student Reach

Principle 4. Interchangeable Spaces

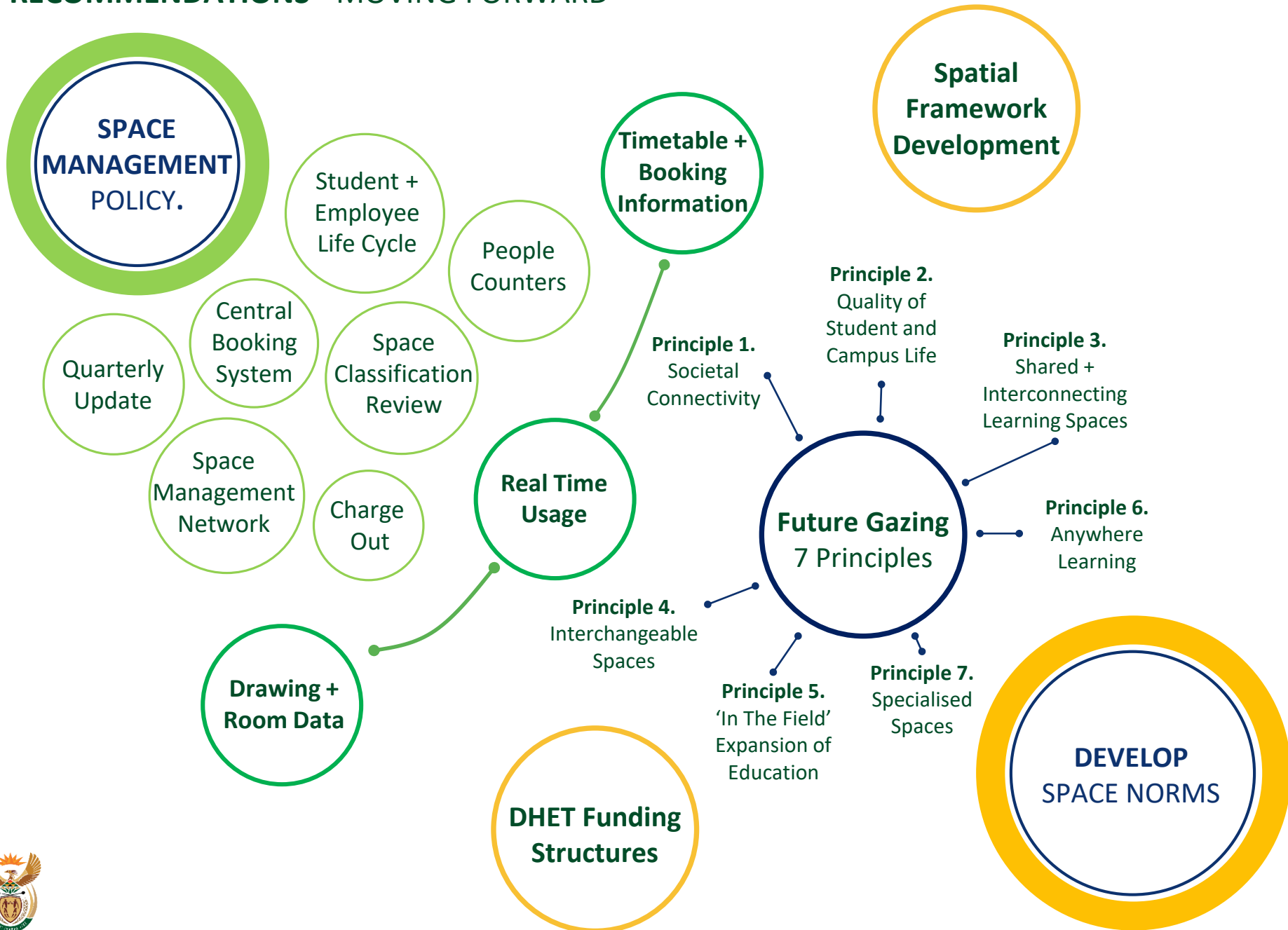
Flexible
Developing Greater
Creativity

Principle 6. Anywhere Learning

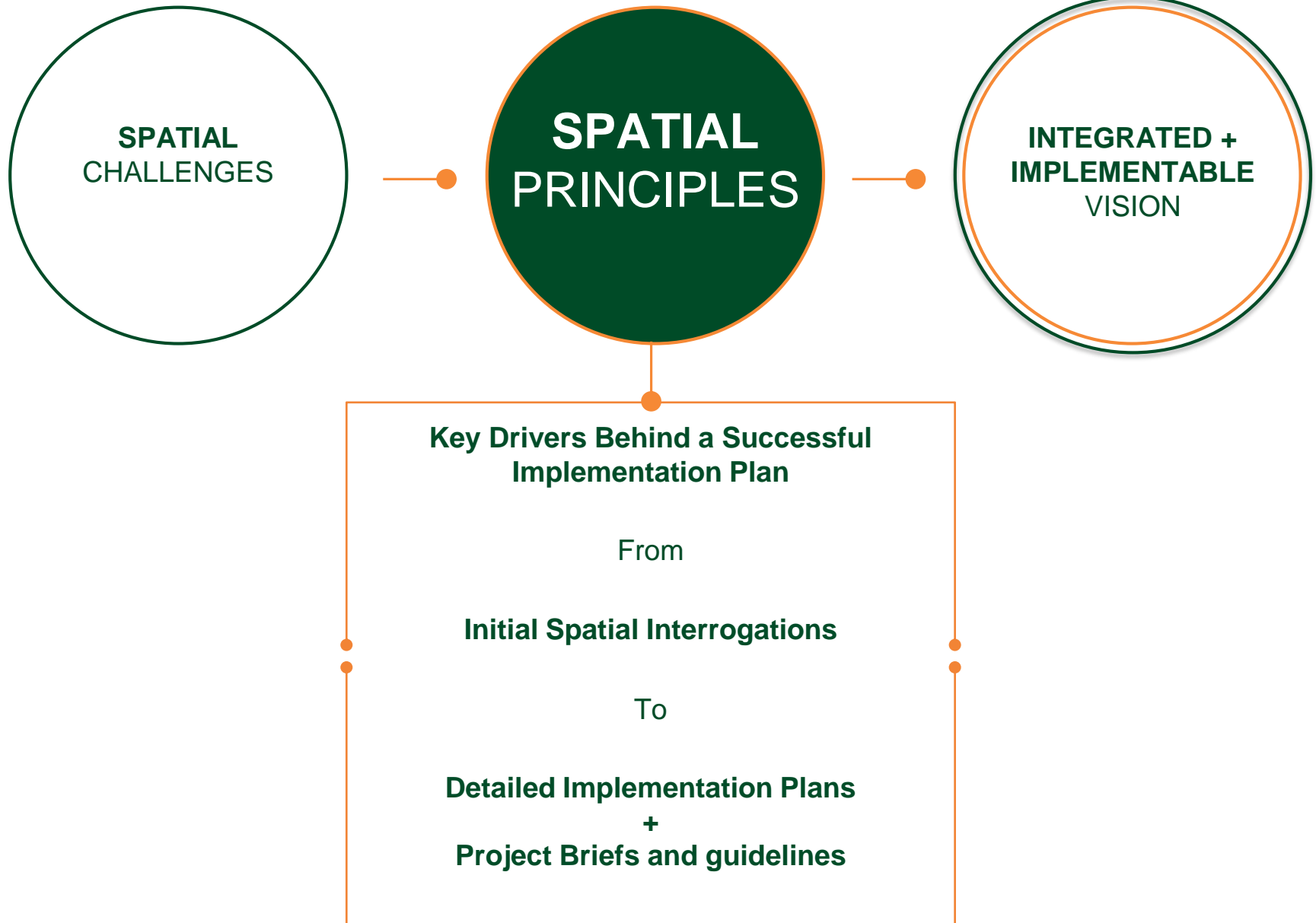
Technologies
Entrepreneurship



RECOMMENDATIONS - MOVING FORWARD



SPATIAL FRAMEWORK: **GUIDING PRINCIPLES**

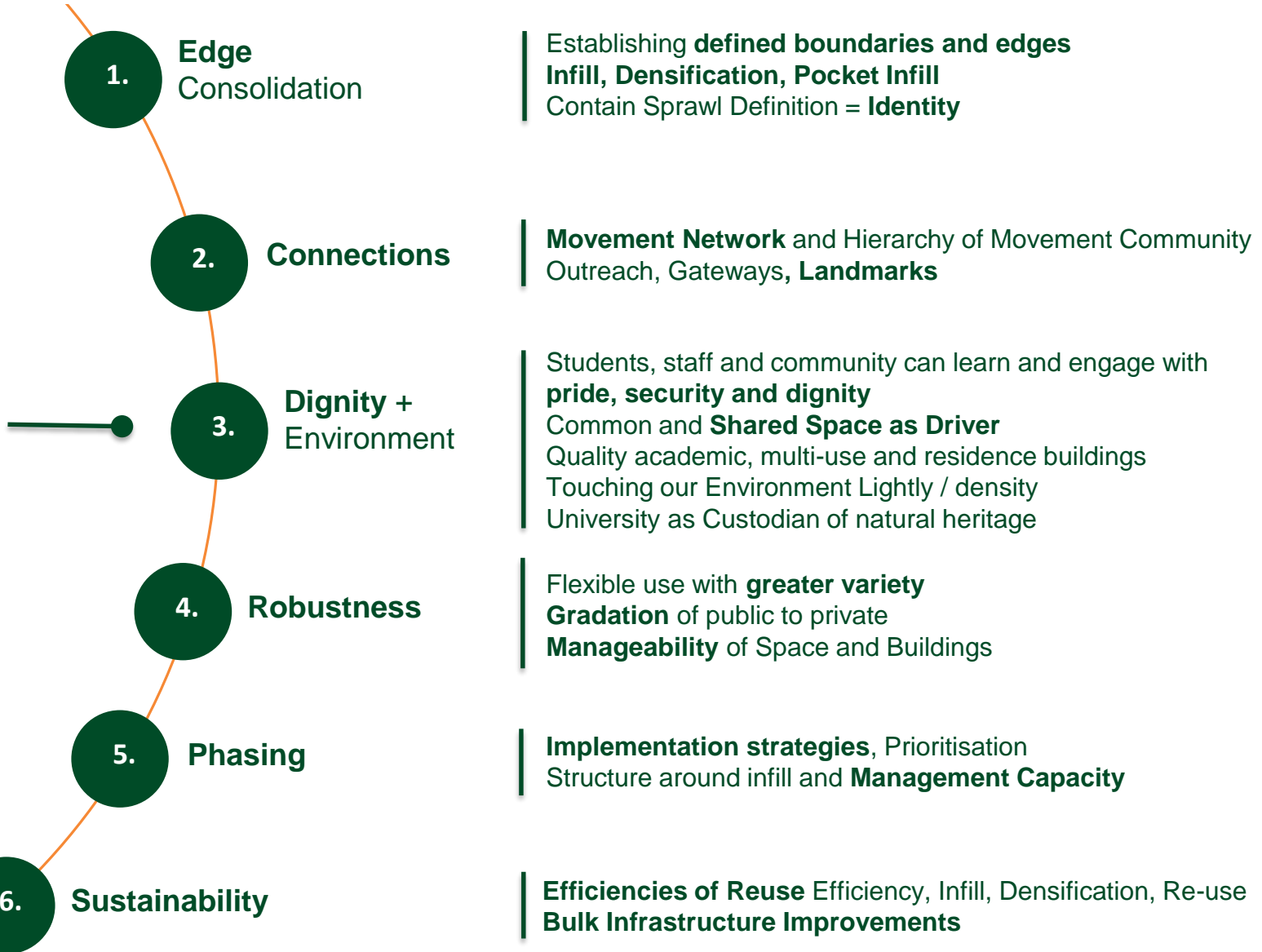


VALUE-ADDED INSIGHT AND GUIDANCE OVER 3 YEARS



GUIDING PRINCIPLES

KEY DRIVERS BEHIND A SUCCESSFUL IMPLEMENTATION PLAN



VALUE-ADDED INSIGHT AND GUIDANCE OVER 3 YEARS

GUIDING PRINCIPLES

KEY DRIVERS BEHIND A SUCCESSFUL IMPLEMENTATION PLAN

1. Edge Consolidation
2. Connections
3. Dignity + Environment
4. Robustness
5. Phasing
6. Sustainability

7. **Everywhere Learning** – *On-line Teaching*

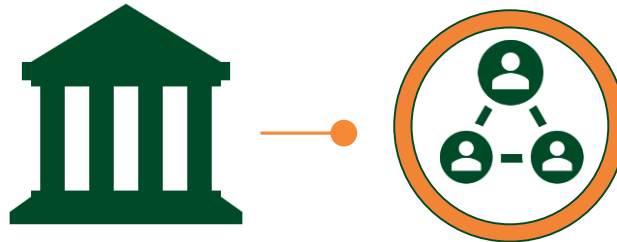
- Spatial Impact of Online Teaching and Learning
- Future Development of Campuses will be Impacted by This shift
- Opportunity to Create more Equitable Academic Environments Through The Ability to Access Education Remotely
- New Strategies and Policies to Address Inequalities Through Spatial Means

SPATIAL
CHALLENGES



7.

What Does the Term
“THE NEW NORM” mean Spatially?



In **New Practices of Distancing Learning / Working**
how will
Higher Education Institutions **Ensure Equitable
Student Access** to

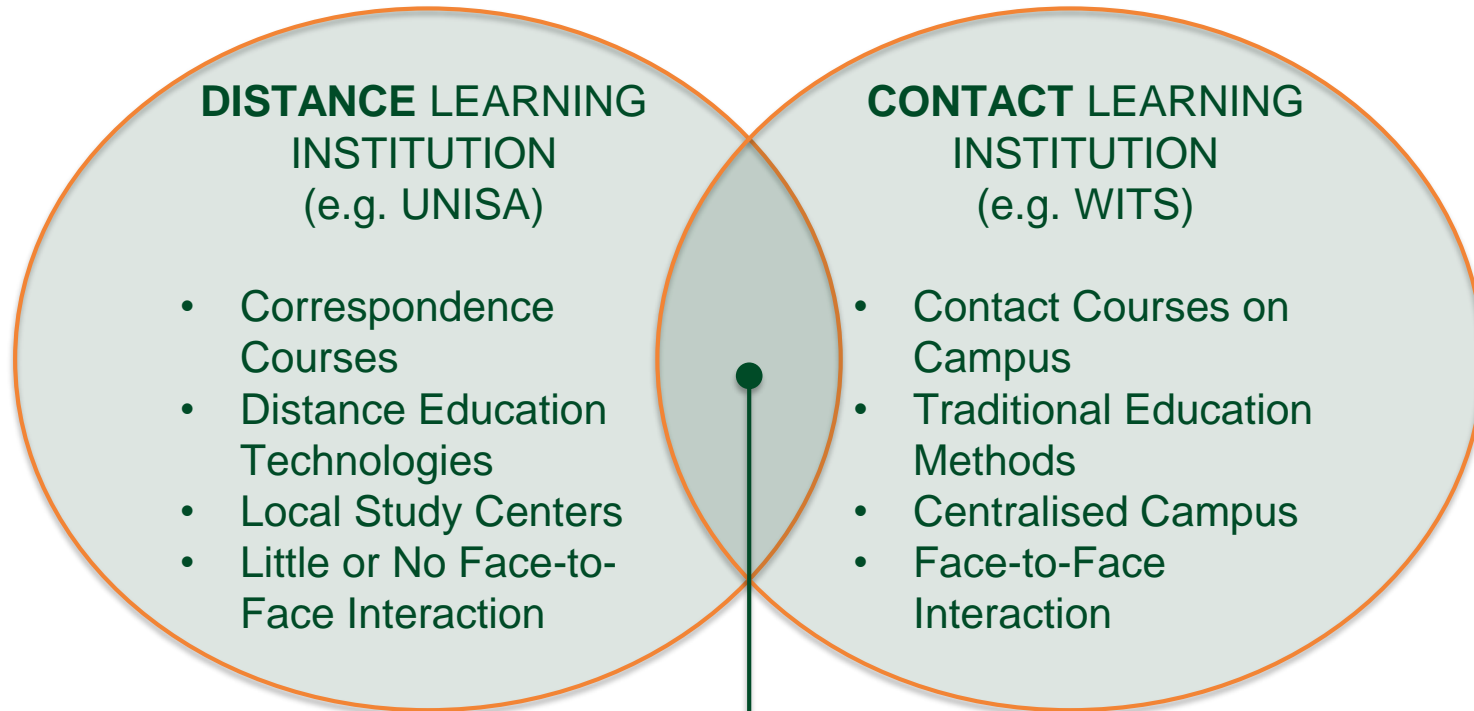
- Information ?
- Resources ?
- Tutors / Support /Guidance?



GUIDING PRINCIPLES

EVERYWHERE LEARNING

CURRENT MODELS



7.

NEW TYPOLOGY: EVERYWHERE LEARNING
(Combination of Both Learning Models)



GUIDING PRINCIPLES

ONLINE LEARNING

7.

What Does the Term
“THE NEW NORM” Mean Spatially?

**BLOCK
RELEASE
SCHEDULES**

- Students Receive Contact Teaching Time
- Linking Housing With Programme
- Residences act as Temporary Accommodation

**SATELLITE
LEARNING
FACILITIES**

- Facilities Set up in Common Locales
- Facilitates Equitable Access to
 - Information
 - Resources
 - Tutors
- Shared Spaces for Knowledge Transfer





higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Thank you